Texas Education Agency
Standard Application System (SAS)

		FOR TEA USE ONLY
2014–2017 Texas Title I Priority Schools, Cycle 3		Write NOGA ID here:

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal information:	**Six** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Nacogdoches ISD	75-600219	420 S. Shawnee,		
Mailing address line 2	City	State		ZIP Code
	Nacogdoches	TX		756961

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
174-904	102 E. Carpenter Acad.Sci/Tech	7	1	0960286590000

Primary Contact

First name	M.I.	Last name	Title
Chante'		Davis	Exc. Director Account.& Federal
Telephone #	Email address		FAX #
936-569-5000	cdavis@nacisd.org		936-569-5798

Secondary Contact

First name	M.I.	Last name	Title
Dr. Ronny		Knox	Ass. Sup. Business and Operat.
Telephone #	Email address		FAX #
936-569-5000	rknox@nacisd.org		936-569-5798

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Fred		Hayes	Superintendent
Telephone #	Email address		FAX #
936-569-5000	fhayes@nacisd.org		936-569-5798
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

	Schedule #1—General Information		

County-district number or vendor ID: 174-904 | Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances		
County-district number or vendor ID: 174-904	Amendment # (for amendments only):	

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements. A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; 　　1. Screen all existing staff and rehire no more than 50 percent; and 　　2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

	Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 174-904		Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance	
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.	
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.	
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.	

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	 1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	       1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	       2. Are designed and developed with teacher and principal involvement;
	    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance

8.	2. Comprehensive instructional reform strategies.
	    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	    (A) Establish schedules and strategies that provide increased learning time; and
	    (B) Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Selecting the Model of School Reform that Fits the Needs of the Campus- Nacogdoches ISD and Emeline Carpenter Academy of Technology and Science (ECATS) plan to implement the Transformation Model to make significant improvement in academic achievement, exit priority status, and equip each student with a wonder of the natural and social sciences and the thinking skills needed to thrive in the 21st Century. After conducting needs assessments as part of a Long-Term Strategic Plan, demographic and spatial analysis to project growth from 2012-25, an internal and external curriculum audit, and a facilities study, the district held a bond election to build a new building on the ECATS campus and began a local transformation process. Although the bond election did not pass, the transformation project is continuing at ECATS. The district hired a new principal, designated Emeline Carpenter Elementary as a magnet technology and science campus, and began comprehensive staff development and curriculum revision projects. Current root cause analysis at the campus level revealed a pattern of high turnover/transfer rate. Forty-seven percent of core teachers at ECATS were in new positions in 2013-14, including all first-grade teachers. A bilingual program with two new PK teachers will be added next year. Recruiting, developing, and retaining effective leaders and teachers and implementing best instructional strategies are our greatest needs. Based on these analyses, the campus and district chose the Transformation Model in applying for the TTIPS grant. Our improvement strategies are organized around the Critical Success Factors and Federal Turnaround Principles. The following components of the Transformation Model will be customized to meet the needs of students and exit priority status.

Develop and Increase Teacher and School Leader Effectiveness- Additional K-5 instructional staff will be provided to release teacher leaders to coach teachers, including the new PK bilingual teachers in year one and the additional bilingual K-1 teachers in years two and three. With input from teachers and principals, the district will use rigorous, transparent, and equitable evaluation systems for teachers and principals. Teachers and leaders will be financially rewarded for improved student performance. Recruitment, performance, and retention incentives up to $4000 will be offered as designed by NISD and approved by the grant. Likewise, teachers and leaders who refuse or cannot improve after ample time and support are given will be replaced. Job-embedded professional development on subject specific pedagogy will be provided to ensure delivery of classroom instruction at the level of complexity of the STAAR assessment. PK-2 teachers will be provided technical assistance and daily, on-site coaching in using diagnostic tools to prescribe appropriate instructional strategies for all students having difficulty in reading, writing, mathematics, and science. Campus leaders and teacher leaders will be trained together to transform classroom practices by increasing their leadership skills. Leadership at all levels will be highly valued and supported. All campus and teacher leaders will receive training and coaching throughout the year and during the summer months. Our TTIPS application is designed to improve and retain effective teachers and leaders. The goal is to have an effective teacher in every classroom.

Implement Comprehensive Instructional Reform Strategies- The principal, curriculum specialist, and teacher leaders will organize and train their learning teams to collect and analyze data to inform and differentiate instruction. Best instructional strategies will be identified and implemented consistently and evaluated for effectiveness in the classrooms. Effective instructional practices as determined by student achievement metrics will be submitted to the campus Curriculum Specialist for inclusion in the district curriculum document. The district will partner with Stephen F. Austin University to provide professional development in PK-5 that specifically includes: PK-5 literacy that tightens horizontal and vertical alignment of instructional strategies; Neuhaus training on tools to diagnose and prescribe instruction for Tier 2 students; PK-5 math including chucking and spiraling math instruction and math problem solving that builds a tool box for solving multiple-step problems. The district will provide critical literacy training for developing 3-5 higher level thinking lessons with Nexpert and authentic reading and writing training that includes the integration of science and technology with the independent reading program. The district will also join the Region 7 math and science co-op and the grant will provide training and on-site, just-in-time support for students and teachers to use technology to teach and learn. A Bilingual PK Consultant will train teacher leaders to support bilingual teachers. Training will also be provided on self-regulation and engagement of PK-1 students in early literacy acquisition. All of these topics were identified in campus and/or district assessments. Grant funds have been budgeted to provide on-site coaching and support in all of the above PD sessions. Campus leaders will be trained to collect multiple sources of implementation and student achievement data to determine if targeted strategies and resources were used appropriately and enough to achieve an implementation and improved academic growth. Each set of strategies or resources implemented will also be evaluated based on cost of sustaining the project/s. A cost/performance analysis will be performed to help eliminate high cost/low performance initiatives and to provide more funds, time, and energy to activities that are lower cost/high performance interventions.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Increase Learning Time and Create Community-Oriented Schools- Emeline Carpenter Academy of Technology and Science (ECATS) will take the following steps to increase learning time and create community-oriented schools.
Extend the Day- After getting input from parents, the principal will reschedule the day to gain 15 minutes of instruction per day for all students. The extra time will be coordinated with additional out of school time before and after school to provide time for authentic reading, writing, and completing projects and assignments that require all students to think and respond in ways other than taking a test or filling out a worksheet. Students will have access to a mobile computing device and a coordinated bundle of online curriculum resources that can extend the time to learn anywhere, anytime. The campus and SFA University partnership will be expanded and provide outdoor learning stations, garden plots, and weather stations to engage students in doing science. The partnership will generate ideas for creating a nature center on the 7 acre campus for students to use as an outdoor classroom. Up to 75 minutes will be scheduled for students to attend a before and/or after school program that will provide students access to technology to learn, physical and virtual science instruments, outdoor projects, complete homework, read for pleasure, or read multiple types of media for understanding in an area of interest and wonder for students. Regular and out of school teachers and volunteers will be trained to direct and facilitate authentic learning projects, develop a project evaluation matrix, and help students self-assess and improve their own projects and learning. Projects and critical learning assignments started in the regular classroom with little hope that students will finish them or even attempt, now will have a safe place, time, and the support for students to complete critical literacy assignments. Students will be asked and encouraged on their own accord to read more than one source, in more than one medium on a topic, think critically about a complex issue that has no right answers and take a stand or just to be calm and read for the fun of it. The grant is design to move all children to final recommended standards as well as accelerate growth of students who are currently below phase in standards.
Extend Summer Reading Academy- The campus will expand the time and scope of summer school from 2 weeks to 6 weeks. Along with STAAR prep for re-testers and reading for pleasure, teachers will be trained in authentic reading and writing and project based learning using digital tools. Technology will be used by students to reflect and respond to critical issues concerning natural and social science problems that are important to the community, school, and the family. Students will use literacy skills and digital tools to reflect and respond by posting to blogs and web pages, collaboratively publish, and communicate a stance on a social or science issue by expressing their thoughts to parents, community, and to other children across the world. Classroom libraries, Overdrive eBooks, Discover Education Techbook, TCEA's recommended iPad list of science-specific apps and other free and inexpensive online resources will help teachers develop a rich and engaging learning environment in and out of school. Parents and Community volunteers and organizations with special expertise will be invited to participate in inquiry based learning projects.
Expand Coverage of Tier 2 interventions- Grant funds will be used to add an additional reading specialist and add a math specialist. The new reading and math specialists will allow the campus to provide Tier 2 interventions to all identified students for the entire year in both reading and math. Last year the one reading specialist worked with K-2 students in the fall and switched to serve the 3-5 students in danger of failing the STAAR in the spring.
Expand Time to Collaborate and Support New Teachers- The new schedule will provide teachers the time to collaborate in job-embedded PD within and across grades and subjects. Teacher leaders will be scheduled off additional periods to model, coach, and support teachers, especially new teachers at the beginning of the year. By having teacher leaders in at least every other grade, the campus will have the capacity to provide on-site, just-in-time support to prevent any teacher, especially new teachers from losing control of a class for a whole semester. With just-in-time support, the amount and quality of time recaptured may be as much time that is gained by extending the day, week, or year.
Provide Operational Flexibility and Sustained Support- The principal will be given the flexibility, with input from parents, to extend the school day and summer school schedules, hire, develop, or remove teachers, have control of his designated budget to use as the campus needs dictate and be provided timely and appropriate support on a consistent basis. The grant will provide coaching and support for the principal and all leaders year round.
Create Community-Oriented Schools- A Community liaison and parent coordinator will be hired to conduct the out of school extended time program. She/he will work under the supervision and assistance of the principal to develop services, activities, and learning opportunities for students, parents and community members. Parents and partners will be asked to help make the school the center and pride of the local neighborhood which is one of the more impacted in the city and surrounding community.   Parents, students, staff, and community will create the human infrastructure and the vision to transform not only student academic achievement but the future of our community.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 174-904	Amendment # (for amendments only):

| Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g) ||

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$1885597	$105000	$1990597	
Schedule #8	Professional and Contracted Services (6200)	6200	$185916	$	$185916	$
Schedule #9	Supplies and Materials (6300)	6300	$185048	$	$185048	$
Schedule #10	Other Operating Costs (6400)	6400	$87525	$	$87525	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$162688	$	$162688	$
Total direct costs:			$2506774	$105000	2611774	$
Percentage% indirect costs (see note):			N/A	$	$	$
Grand total of budgeted costs (add all entries in each column):			**$2506774**	**$105000**	***$2611774**	$

Administrative Cost Calculation

Enter the total grant amount requested:	$2611774
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$130588

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
981324	**$815226**	**$815224**	***$2611774**

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 174-904		Amendment # (for amendments only):		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1 Teacher (5 to release tea.lead/ 2 read, math specialist)	6		810000	$
2 Educational aide			$	$
3 Tutor-			$	$
Program Management and Administration				
4 Project director			$	$
5 Project coordinator			$	$
6 Teacher facilitator (teacher leader pay above district scale)		4	$60000	$
7 Teacher supervisor			$	$
8 Secretary/administrative assistant			$	$
9 Data entry clerk (for DCSI)	1		$105000	$
10 Grant accountant/bookkeeper			$	$
11 Evaluator/evaluation specialist			$	$
Auxiliary				
12 Counselor			$	$
13 Social worker			$	$
14 Community liaison/parent /out of school coordinator	1		$135000	$
Other Employee Positions				
21 Title			$	$
22 Title			$	$
23 Title			$	$
24	Subtotal employee costs:		$1110000	$
Substitute, Extra-Duty Pay, Benefits Costs				
25 6112 Substitute pay (for teachers to participate in professional development (2 days)			$9000	$
26 6119 Professional staff extra-duty pay (out of school tutorials/attend PD in summer)			$132000	$
27 6121 Support staff extra-duty pay(out of school tutorials/PD in summer)			$23040	$
28 6140 Employee benefits			$236557	$
29 61XX Tuition remission (IHEs only) (incent.$4,000 @40 staff as approved by NISD)			$480000	$
30	Subtotal substitute, extra-duty, benefits costs		$880597	$
31	**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$1990597	$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 174-904	Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000				
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Literacy Consultant PK-5- (Tighten alignment of instructional strategies)	☐	$6150	$
2	PK-2 math consultant- (chucking and spiraling math instruction)	☐	$5000	$
3	Bilingual PK Consultant-(coach for new teachers and teacher leader)	☐	$6000	$
4	Neuhaus Training (tools to diagnose and prescribe for Tier 2 students)	☐	$5000	$
5	3-5 math problem solving (building tool box for multiple-step problems)	☐	$9300	$
6	Critical Literacy (develop 3-5 higher thinking lesson with Nexpert)	☐	$5000	$
7	PK-1 Classroom Management Consultant-(Self-Regulation and engagement of PK-1 students in early literacy acquisition)	☐	$6600	$
8	Authentic Reading and Writing PK-5- (Integration of technology and science with independent reading program and literacy PK-5)	☐	$6000	$
9	Use of technology in PK-5 (student use of digital tool sets to reflect and respond in ways other than taking a test)	☐	$5000	$
10	Leadership coach for principal, curriculum specialist and teacher leaders	☐	$9666	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		63716	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000			
1	Specify topic/purpose/service: Science and Technology Consultant and coach for all teachers and leaders- develop integrated science and technology curriculum in PK-5 and in out-of-school program and for 24/7 project based learning.		☐ Yes, this is a subgrant
	Describe topic/purpose/service: To coordinate the use of technology spaces and physical space to develop inquiry-based science activities during school, after school, and in online collaboration in the district and across the world.		

	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs:	# of positions: 1 (40 days per year for 3 years @ 750/day)	$90000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs (travel)		$6000	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$96000	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 174-904		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: - develop effective teachers by increasing skill of effective teacher/campus leaders			
2	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1 (40 days per year for 3 years @ 750/day)	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
3	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
4	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
5	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 174-904		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

		Grant Amount Budgeted	Pre-Award
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	96000	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$0	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$63716	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$96000	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:** fees for state training (1000); services render by SFA students in extended time programs (25,200)	26200	$
	(Sum of lines a, b, c, and d) 3-Year Grand total	$185916	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 174-904	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Wireless Microscope	To use in nature center and project based learning (PBL) and science classrooms K-5.	12	$404	$4848	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Classroom sets of apps for content creation, collaborative publishing, and social networking to be determined by consultant and teachers and by membership and professional networking through TCEA (30,000) Discovery Education Techbook -400 subscriptions @ 13.00 for first year and $5.00 each thereafter for three years (9,200).					$39,200	$
6399	Supplies and materials associated with advisory council or committee					$1000	$
	Subtotal supplies and materials requiring specific approval:					$45048	$
	Remaining 6300—Supplies and materials that do not require specific approval: (Instructional materials suggested in professional development(15000), instructional materials needed by teacher leaders(15000); materials for before, after school and expanded summer school15,000; materials for nature centers and outdoor learning activities (20,000); books for classroom libraries (45,000) and general instructional materials not supplied by the district(30000).					$140000	$
	3-Year Grand total:					185048	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 174-904		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	$
	Remaining 6400—Other operating costs that do not require specific approval: Transportation for students to attend tutorials and other extended opportunities to learn before and after school and in the summer (75,525); and in-state travel for attending required TTIPS meeting, TCEA membership and conferences, and or visiting schools($12000);	$87525	$
3-Year Grand total:		$87525	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
**Schedule #11—Capital Outlay (6600/15XX)**
	County-District Number or Vendor ID: 174-904		Amendment number (for amendments only):
**15XX is only for use by charter schools sponsored by a nonprofit organization.**
**6669/15XX—Library Books and Media (capitalized and controlled by library)**
1	Overdrive eBooks-	N/A	N/A	$15638	$
**66XX/15XX—Technology hardware, capitalized**
2	iPad with cases, keyboards, POGO sketch stylus-	200	610.25	$122050	$
3	Wireless Infra.(34 WAP@400 & 3 switches @ 3,800)	1	$25000	$25000	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX/15XX—Technology software, capitalized**
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX/15XX—Equipment, furniture, or vehicles**
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**
29				$	$
	**3-Year Grand total:**	**$162688**	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 174-904			Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	210	49.0	Attendance rate	96.3
Hispanic	154	35.9	Annual dropout rate (Gr 9-12)	DNA
White	51	11.9	Annual graduation rate (Gr 9-12	DNA
Asian	6	1.4	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	38%
Economically disadvantaged	406	94.6	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	40%
Limited English proficient (LEP)	169	39.4	Students taking the ACT and/or SAT	DNA
Disciplinary placements	5	1.2	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Only 21% of all first grade students and 32% of all second grade students were reading on or above grade level as measured by the Middle of Year DRA 2 reading assessment administered in February of 2014. Seventy nine percent of all students meet federal at-risk criteria. In 2012-13, under phase in 2, level 2 passing standards that will be used in the first year of the grant, only 11% of all 3-5 grade students passed reading, 7% passed math and 11% of 5th grade students passed science. Students who are presently passing at phase in one, level 2 standards are barely passing. We need to focus on all students even our very best in order to meet final recommended standards and exit priority status. Forty seven percent of all core teachers were new to their position in 2013-14, and all 1st grade teachers were new to their position this year. In the previous year, 50% of the kindergarten staff were new to the profession and were not renewed. The current cohort of 1st grade students have had teachers in new positions 67% of the time since PK with some new to the profession and some non-renewed. Seventy nine percent of first grade students are reading below grade level.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	10	36%	No degree	0	0
Hispanic	2	7%	Bachelor's degree	18	64%
White	16	57%	Master's degree	10	36%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	15	43%	Avg. salary, 1-5 years exp.	39,304	43%
6-10 years exp.	9	26%	Avg. salary, 6-10 years exp.	41,872	26%
11-20 years exp.	8	23%	Avg. salary, 11-20 years exp.	44,525	23%
Over 20 years exp.	3	8%	Avg. salary, over 20 years exp.	52,745	8%

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 174-904-102							Amendment # (for amendments only):								

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	44	66	66	70	66	66	51								429
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	44	66	66	70	66	66	51								429

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	5	3	5	5	4	5	4								31
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	5	3	5	5	4	5	4								31

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Description of Nacogdoches ISD Needs Assessment Processes- A systematic process for conducting needs assessments has been developed as a part of the continuous improvement planning process of the campus, district, and the Texas Accountability Intervention System (TAIS). Data sources, participants, and how needs are prioritized and organized around the Critical Success Factors and Turnaround Principles are described as follows:

Needs Assessment Process of the Long-Term Strategic Plan- The district participated in a comprehensive strategic planning process led by an outside consultant, Dr. Jenny Preston of Allen ISD. The process involved 15 community members and 15 district members and had 13 action teams who collected and analyzed data, identified needs, and prioritized 13 strategies in six major areas: (1) Teaching and Learning (2) Personnel/Human Resources (3) Funding and Finance (4) Facilities (5) Parent/Community Involvement and (6) Communications. Student achievement data was collected from DMAC, the state's AEIS and PEIMS systems, and discipline, attendance, retention, graduation, and certification charts. Programmatic data sources included financial projections, interviews, surveys, curriculum, assessment, professional development evaluations, and teacher/leader turnover rates. After the Long-Term Strategic Planning event, the district continued to conduct internal analysis of curriculum, hired consultants to conduct demographic and spatial analysis to project growth from 2012-25, and to conduct a facilities study. As a result of continuous analyses and based on long-term goals, the district prioritized: (1) developing their own curriculum, (2) holding a bond election to improve facilities and increase quality space, including technology space, for growth, (3) giving students and parents choices by designating in 2012-13 some elementary schools as magnet schools and (4) recruiting and retaining effective teachers. One of the greatest facility needs identified was Emeline Carpenter Academy of Technology and Science (ECATS) where there are no inside halls. Students must walk under covered outside walkways to move from class to class and to the cafeteria during all seasons of the year. This makes security a much higher concern especially during extended hours. PK students are housed in portable buildings. There will be two new bilingual PK classes on the campus, and the campus will start to phase in a bilingual education program in 2014-15. This past year, 52% of PK-5 core teachers at Carpenter were in new positions, and 67% of the teachers that taught in PK-1 for the last three years were in new positions when they taught the current 1st grade cohort of students. Only 21% of first-grade students are reading on or above grade level as measured by the MOY DRA 2 test. Effective teacher leaders are needed to support new teachers. Campus and district needs assessment processes support these needs.

Needs Assessment Process of the Annual District Improvement Plan- The district needs assessment process is designed to capture data around 8 strategies related to the Long-Term Strategic Planning process that are prioritized based on the likelihood of helping the district and campuses meet the STAAR and EOC accountability standards. Members are selected from district and campus leaders, teachers, parents, and community representatives. The needs assessment process is led by the Executive Director of Accountability and Federal Programs who also serves as the District Coordinator of School Improvement (DCSI) for all focus and priority schools. Student achievement patterns over time are up-dated each year and new implementation data that evaluates curriculum, assessment, and professional development initiatives are used to provide factual insight in areas that need improvement. In addition, surveys, learning walk data, action sheet data, and input from district and campus leaders are considered in evaluating and planning for continuous improvement. Curriculum, assessment, and professional development needs have been set as a priority in the last three years as the district has designed and developed its own curriculum and assessment documents to meet new and more rigorous state standards. Other high priority needs are rigor and relevance of instructional lessons, setting and communicating clear objectives and high expectations, and training leaders to observe and recognize effective instruction to meet state standards. Implementation data, curriculum-based assessments, STAAR trend data, and individual student progress monitoring are used to determine the effectiveness of district initiatives and to make adjustments. Lack of implementation of training has been identified by the district as a cause of slow progress in their focus and priority schools, especially at Emeline Carpenter Academy of Technology and Science.

Needs Assessment Process of the Annual Campus Improvement Plan/s- The Emeline Carpenter Academy of Technology and Science has been using the continuous needs assessment process that is outlined in the Texas Accountability Intervention System (TAIS) Needs Assessment Guidance document. (TCDSS) Starting in August of 2013 the district and campus leaders began to attend training and engage the staff in the following 5 steps:

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(1) Establish the Purpose of the Needs Assessment and Establish the Team- The purpose of our needs assessment process is to bring clarity to the needs of the campus in order to effectively plan actions to meet our annual measurable objectives and exit priority status. The campus improvement planning team consists of the principal, curriculum specialist, selected teacher in each grade, and reading specialist. The DCSI and PSP are advisors to the principal and the committee. The principal has included representatives from WATCH D.O.G.S. (Dads of Great Students) especially concerning security and culture of the campus and has an active and on-going partnership with Stephen F. Austin University who provides input into the needs of PK-2 education.

(2) Gather Data- Multiple data sources are collected by the campus curriculum specialist and provided in a format that is easy to use. Examples of achievement data collected are Curriculum Based Assessment (CBA) benchmark, STAAR data over time, K-2 DRA data over time, RtI and progress monitoring data, TELPAS, student behavior and attendance, and independent reading data. Examples of Implementation data are but not limited to: lesson planning data, walk-through data, quality of feedback and support given to teachers, parent/community data, summaries of root cause analysis, and surveys. Training, time, and technology are needed in a timely manner to ensure that the "data gatherer" has the resources to do the job. There have been three different curriculum specialists in the last three years.

(3) Analyze and Organize Data- The principal and curriculum specialist met weekly with grade level teams during their conference time and with the leadership team in longer meetings and during campus planning event/s to determine what is increasing, decreasing, and trending. Leaders collected and organized multiple data sources such as attendance in class and interventions, discipline records, lesson plans, observation data and the quality of feedback, and achievement and progress on assessments. During this step, the purpose of meetings was to uncover the facts not assign causation. A common goal in this step was to determine strengths and cause for celebration/s and area/s for improvement. Areas of improvement were written in factual language in the form of a problem statement that defines a gap between what is and what is expected according to state standards and local goals.

(4) Conduct a Root Cause Analysis- A Root Cause Analysis was conducted with the campus leadership team, the K-2 teachers, and 3-5 teachers to determine causation and clearly identify needs that address the gap between performance and goals. The analysis tool consisted of: (1) brainstorming and listing 10 and then 5 and then 5 more reasons for the problem; (2) identifying the main reason/s that were within our circle of control and (3) asking up to 5 times the question, "Why is this a problem?" The protocol of 10-5-5; two circles of control; and 5 whys allowed us to uncover or dig down to the root cause of the problem. Based on multiple sources of data, the following reasons within our control for low student achievement and progress in all subjects on STAAR and/or reading on the K-2 DRA 2 were identified by 3-5 grade teachers: (1) Lack of problem solving and critical thinking skills in math and reading, and students not reading on grade level (2) Lack of structured interventions all year long. (3) Lack of focused instructional support in the classroom and the lack of vertical/horizontal alignment and collaboration, including consideration of teacher input. PK-2 teachers listed the following reasons within our control: (1) Lack of high teacher expectations/rigor and relevance (2) Lack of math support for K-2 teachers, and mentoring and support of new teachers in all subjects (3) lack of authentic reading, vocabulary, and background knowledge in all students, not just below grade level students. (4) Vertical alignment and collaboration among grade levels and (5) lack of student self-regulation in speaking and listening and in academic conversation. Campus leaders listed (1) Developing teacher effectiveness (2) Providing timely support and coaching to teachers new to positions. We then asked ourselves up to five times why these reasons were a problem until we came to an answer that we could agree was the real reason and that we could act upon with the greatest chance of successfully reducing the gap and increasing improvement. **(5) Prioritize Needs-** After we identified the essential causes of the problem/s that are under our control, we re-stated the root cause as a need that will be addressed in our action plans. In prioritizing needs for the TTIPS grant and the required targeted improvement plan, we first concentrated on essential systematic needs, as defined by the CFS and Turnaround Principles, such as recruiting, developing, and retaining effective teachers and leaders or curriculum and instruction issues. Next, we considered needs that if addressed would give us the greatest help in meeting state standards and exit priority status, and third, we prioritized needs that met the requirements of the Transformation Model of school reform. Those top five needs are listed in Part 2 on the next page.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase on-site capacity to hire, develop, support, and retain effective teachers and leaders- Need teacher leaders to provide timely instructional support (coaching, modeling, lesson planning, and resources) to all teachers, especially new teachers and at the beginning of the year and when all teachers in a grade are new. Need ongoing support for new leaders, especially when all leaders are new. Formal incentives are needed to attract and retain effective staff, especially at priority schools.	1) By providing recruitment, retention, and performance incentives, it would increase capacity to attract effective teachers/leaders, reduce turnover/transfer rate, and retain effective teachers over longer periods of time. 2) By increased opportunities for promotion and career growth as a teacher leader, effective teachers will remain teachers and increase the capacity of the campus to develop and support effective teachers and leaders. 3) By empowering multiple teachers as leaders, work conditions will be more flexible and rewarding and improvements more likely to be sustained.
2.	Increase the use of individual student data and train all personnel to provide year round interventions in PK-5 reading and math to meet the needs of individual students. Need to provide interventions all year long as needed in all grades in reading, writing, and math. Need to hire reading, math, and ELL reading specialist to adequately cover all students.	1) By intervening early and increasing the percent of students who read and do math on or above grade level by the end of 2nd grade, 3rd-5th grade students will meet state standards. 2) By providing interventions based on formative, interim, and summative assessments and starting at the beginning of the year and continuing as needed for the entire year and through the summer, students will accelerate progress in reading and math.
3.	Increase rigor and relevance in math problem solving and critical literacy in all core subjects. Need K-5 training and coaching on how to plan, directly teach, and assess students' math problem solving strategies to solve multistep problems. Need to develop K-5 reading, writing, science, and social studies assignments that require students to think critically and take sides on a relevant issue.	1) By providing ongoing, high-quality, and job-embedded staff development in subject specific pedagogy and content, students will be able to meet final recommended standards and take a stance on a social or scientific issue. 2) By providing coaching and designing lessons and assignments collaboratively, teachers will have the capacity to successfully implement rigorous lessons and assess critical thinking in student assignments or products.
4.	Increase alignment of instructional strategies in reading, writing, math, and science, PK-5. There is no set of best instructional strategies and resources that are used consistently at the same grade level or articulated vertically across the grade levels. K-2 literacy is critical and the lack of integration of science in a Science and Technology Magnet school is also a need.	1) By using data to identify and implement PK-2 reading strategies and best practices, the PK-2 feeder grades will produce a large majority of students at each primary grade who can read with fluency and comprehension. 2) By tightening the alignment of curriculum, consistency of language and terms, and identifying and eliminating useless repetitions and gaps in instruction, at-risk students will catch up and be successful in all areas.
5.	Increase student vocabulary and background knowledge through engagement in authentic reading and writing during school and out of school. Students need time to read for longer periods of time and to reflect and think deeply about what they read. Technology needs to be used to collaborate, create, and communicate students' responses to great literature and to today's local and world issues.	1) By scheduling time to read, providing both physical and technological spaces, and creating opportunities for authentic responses in a psychologically and physically safe environment, students will read for pleasure and for information, understanding, and wisdom. 2) By reading and responding to critical issues and relevant and interesting content, students will have the background knowledge and vocabulary to pass at final recommended standards.

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Schedule #14—Management Plan	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Certified Central Office Administrator with at least 5 years of experience. Prefer at least two years of experience as DCSI and knowledgeable about TAIS process and all reports and guidelines concerning reconstitution. Knowledge about the policies and procedures of the Nacogdoches ISD is required.
2.	Community/Parent and Out of School Program Coordinator.	Certified teacher with at least two years of experience. Prefer science background and proficiency in using technology and Internet tools. Lives in NISD and can work variable hours, some week-ends and during the summer. Prefer proficiency in reading, writing, and speaking both English and Spanish languages.
3.	Teachers	Certified teacher and prefer at least two years of successful experience. Proficient in using technology and Internet tool sets. Prefer proficiency in reading, writing, and speaking both English and Spanish languages. Experience in working with diversified groups of students and parents.
4.	Teacher Leader	Certified teacher in area of assignment. Prefer at least 3 years of successful experience as evidenced by student achievement data. Prefer proficiency in reading, writing, and speaking both English and Spanish languages. Prefer successful instructional leadership experience in subject/grade level assigned.
5.	All Grade Level, Subject Matter, and Classroom Management Consultants.	Track record of obtaining an implementation of the content of training that resulted in a significant increase in student achievement. Provider is certified in area of consultation and highly recommended by other schools. Provider can provide frequent follow-up and if necessary model on site with students. Provider is knowledgeable about TEKS, STAAR, and state accountability system.
6.	Science, Literacy, and Technology Consultant/coach	Certified teacher in science with experience in expository reading of text and other media. Has experience with designing the integration of technology in science and literacy . Certified administrator with experience as a principal and a rich professional learning network. Knowledgeable about online and inquiry based science and literacy resources.
7.	Reading, math, and ELL Specialist	Certified elementary teacher with proven track record of success with all students in teaching reading, writing, and math, especially with ELL students.
8.	DCSI Secretary	Experienced at central office or campus level as a secretary. Proficiency with budget, computer and office machines, and using the internet to send and receive messages and reports to the agency.
9.	Instructional Technology Consultant	Recognized state and national leader in Instructional Technology Proven track record in training an achieving an implementation in grades PK-5 Available to on-site coaching and full time online support.
10.	TCP Leadership Coach	Certified in coaching leaders Knowledgeable about Transforming Classroom Practice and prefer experience with working and coaching teacher leaders. Highly Recommended by other schools and leaders.

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Schedule #14—Management Plan (cont.)	
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Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following process was used to recruit, screen, and select external providers and to ensure their quality:

(1) Identify Compelling Reasons and Specific Services Needed from External Providers- During the current needs assessment process and in designing the grant, leaders and staff first identified areas of needs. For example math support for K-2 who had 53% of its K-2 teachers in new positions in 2013-14. Second, the district and/or campus capacity to deliver services in critical areas of need was evaluated. For example there is no support position specifically designated for math in the district or campus although there are certainly positions that are responsible for math education. If the internal capacity to provide assistance in areas of critical needs was lacking, absent, or difficult to fill needed positions, outside consultants and specific services were requested to be put in the grant. The following types of consultants and services needed were identified, approved by the district, and included in the grant application:

- **PK-2 Math Consultant** - Specific services needed and preferred: subject and grade-specific pedagogy including K-2 problem solving; sources of manipulatives, print, and digital tools; follow-up monitoring visits; demonstration with our teachers and students in the classroom; and a list of formative assessment methods that should be monitored by teachers and leaders. We prefer consultants with proven and successful experience in PK-K and/or in grades 1-2. The staff needs follow- up visit delivered soon after initial training. Leaders should attend training and follow-up visit.
- **3-5 Math Consultant-** Specific services requested are the same as PK-2 math with the addition of specific teaching methods and student strategies for solving multiple step word problems.
- **Consultant/Coach for Increasing Campus and Teacher Leader Effectiveness-** Specific services needed are: training and coaching for teacher leaders to conduct selective walk-throughs and provide growth provoking feedback on pre-announced areas of performance selected by leader or as selected and needed by teacher. Teacher leaders and campus leaders need help in increasing their skill to appropriately compose and know when to provide reflective questions, indirect or direct suggestions, or corrective feedback to teachers in a growth provoking way. It is the effectiveness of feedback to teachers that needs increasing. Empowering teacher leaders without these skills may do more harm than good. Other services needed are data collection and analysis; describing and stating accurately strengths and weakness; writing clear and measurable problem statements; planning for improvement.
- **Science, Literacy, and Technology Consultant-** Emeline Carpenter Academy of Technology and Science (ECATS) has purchased Seeds of Science and Roots of Literacy (SSRL) library of books and related science and literacy based materials. A consultant is needed to: organize and integrate SSRL materials in PK-5 literacy curriculum and 5th grade science; work with Stephen F. Austin University in supporting and helping create outdoor science activities; identify safe and age appropriate online resources and spaces that students can use to collaborate, create, and communicate science K-5; promote the reading of science and build vocabulary and background knowledge in the social and natural sciences through authentic reading and writing in out of school and summer programs.

2. Articulate Specific Goals and Budget Adequate Funding for External Provider- Measurable expectations and criteria for selection of external partners to provide the above services and meet programmatic goals will be developed and clearly communicated in interviews and in contracts. The district and campus will budget funds to adequately support consultant services for the duration of contract.

3. Conduct a Rigorous Process to Select all External Consultants- District and campus leaders will research the background of professional service providers matching expertise and experience of the providers to the needs of the campus; review written applications and interview providers; interview recent clients of providers to confirm track record of success; review the needs of ECATS in light of the talents of candidates and select the best possible candidate.

4. Negotiate a Contract- The contract will outline roles and responsibilities of the external partner as well as the district, campus, and if applicable, the Texas Education Agency.

5. Monitor and Provide Support- The district and campus will monitor the services provided by the outside consultant and provide support but will not micro-manage the work of the external consultant.

6. Evaluate the External Partner's Progress toward Goals – The DCSI and campus principal will use implementation and student achievement data to measure the degree of progress toward the specific goals agreed upon in the contract.

7. Define Consequences for Failure. If progress is not being made, the DCSI and building principal will meet with the outside consultant to determine if modification can be made to accelerate progress or if the contract needs to be terminated. (Hiring outside Providers, Center on Innovation & Improvement).

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Schedule #14—Management Plan (cont.)	
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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nacogdoches ISD and Emeline Carpenter Academy of Technology and Science (ECATS) currently use the following TEA, district, and campus processes for monitoring, adjusting, and communicating progress to all stakeholders.

1 Process for Monitoring and Adjusting to Attain Goals and Communicating Changes to Stakeholders: The campus is currently using the state TAIS improvement processes to collect and continuously use formative, interim, and summative data to make adjustments to meet program and student achievement goals. Program data from daily walk-throughs, formal learning walks, lesson plans, teacher attendance in school and in training, and level of implementation of the content of training are combined with student performance data to determine how to help and support teachers and students daily. Teachers use formative data observed during instruction to make corrections and provide feedback to students before they are evaluated on summative tests. Interim assessments on student progress toward meeting annual measurable objectives are given each six weeks. Six weeks CBA test results are shared with all teachers, district personnel, and board. Six weeks interim results are celebrated if we are on target. If not on target, adjustments or major changes are made as early as possible to achieve a high level of implementation of the planned improvement activities and interventions. Student performances are disaggregated by objectives, and lesson plans and instruction are adjusted to accelerate progress. These results are also used to place students into or out of interventions and to make adjustments in curriculum and instruction. The results, celebrations, and/or adjustments are communicated and explained to students, parents, the district, school board, and community. Confidential individual results on interim assessments are shared with students and parents in progress monitoring conferences that elaborate on specific knowledge and skills and what students and parents can do to continue to improve. An official interim quarterly report on progress toward annual measurable objectives will be conducted by the campus leadership team and submitted to the district and to TEA through ISAM. These results are shared with all teachers and reported to all local stakeholders. Summative data from two STAAR released benchmark tests, the end of the year STAAR assessments, and the MOY and EOY DRA 2 test are used to determine progress toward curriculum objectives, reading levels, readiness for the next grade, accountability ratings, and teacher and leader effectiveness. At the end of the year, summative assessments over time are used to evaluate current improvement activities and to make adjustments or change plans for improvement for next year. In this process the district and campus include teachers, parents, community members and campus and district leaders to plan for improvements each year. All changes in plans are reported regularly to the board and the community through a variety of channels, including board meetings, news releases, and actual participation in the improvement process.

Current Plans to Improve Campus Effectiveness in Monitoring and Adjusting to Attain Goals- TIPPS grant funds will be used to hire teacher leaders. Campus and teacher leaders will receive leadership training using the TTIPS developed Transforming Classroom Practice (TCP) and receive coaching from a trained and experienced TCP trainer throughout the year. TCP will equip leaders with procedural knowledge and skills to support teachers and provide technical assistance with planning, curriculum, instruction, assessment, and classroom management from the very beginning of the year, especially to teachers who will be new to their position and/or new to the profession at ECAST. Visiting in each other's classrooms to provide modeling, coaching, and formative feedback will become the professional culture. Teachers' growth and development will be greatly accelerated and personally rewarding. Needed adjustments and changes will be the natural results of professional collaboration, formative and self-assessment, and occur immediately as needed. This training will be used in teams working before and after school and during summer school and in parent and community teams. The principal will organize all plans and adjustments around the Critical Success Factors/Turnaround Principles to evaluate and improve the major systems of the organization. The campus will target what needs to be fixed and stick to it for the long haul.

The Office of the DCSI - The office of the District Coordinator of School Improvement (DCSI) will coordinate all TAIS monitoring activities, assist in arranging travel for required training and provide technical assistance directly to the campus on a daily basis. The DCSI will be the direct link between the priority school and TEA contact person for monitoring the TAIS school improvement process and the TTIPS contact person for monitoring the TTIPS grant.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Description of Existing Efforts Related to Transformation Model- The following existing and ongoing initiatives are related to the Transformation Model. They are designed to meet the needs of the campus and will be sustained.

Use of Data to Inform Instruction- The district has been in a three year process of developing and continuously improving its scope and sequence, curriculum-based assessments (CBA), and instructional strategies to meet rigorous STAAR standards. The district has recently added examples of effective strategies, links for additional model lessons and resources, a year at a glance document, and a troubleshooting document. It is the expectation that teachers will share additional effective resources with their campus Curriculum Specialist for inclusion in the document. The inclusion of the DRA 2 assessment in K-2 has increased rigor in reading, and the campus is in the process of aligning instructional strategies in PK-2 reading with the K-2 DRA assessment. The grant will focus on identifying what effective instructional strategies looks like and achieving a consistent and effective implementation of instructional strategies in the classroom. The district will sustain what works and increases student achievement.

Use of Data to Provide Instruction and Support for Individual Students- The district added a new district level RtI coordinator to improve the collection of data to monitor individual student progress in targeted interventions. The campus has no math specialist and one reading interventionist who work with K-2 students in the fall and 3-5 students in the spring. Grant funds will be used to add one additional reading and math specialist and provide support year round to all identified students. Through improving both Tier 1 interventions in the regular classroom and Tier 2 interventions in small group instruction with a reading and math specialist, the current feeder pattern of 79% of 2nd grade students reading below grade level will be reversed. The district will sustain reading and math talent in the form of reading and math specialists. As the need for interventions decline, the expertise built into these positions can be employed in the regular classroom and/or the teacher leader position. Talent will be sustained.

Job- Embedded Staff Development- Each year, the district develops and implements a professional development plan to increase effective classroom instruction. This past year outside consultants trained campus leaders and teachers in Rigor/Relevance, Learning Walks, Project Based Learning, Conscious Discipline, Response to Intervention, College and Career Readiness, Technology, and Lead4Ward.

Mentoring Program- The district planned to maintain an effective teacher mentoring program in order to retain highly qualified staff. The grant will expand that support with teacher leaders and reading and math specialist on site. By providing time in the schedule to meet and collaborate, daily subject specific mentoring will be sustained.

New teacher Academy and Partnerships-The district provided a New Teacher Academy to ease the transition into the profession and utilizes its Partnership with Stephen F. Austin State University to provide STEM academies and PK-5 literacy training for all teachers. The grant will provide additional funds designated for on-site follow-up support.

Coordination of Effort to Maximize Effectiveness of Grant Funds-

Increasing Teacher and Leader Effectiveness through Teacher Leaders- TTIPS grant funds will be used as incentives to attract the highest qualified candidates to the neediest school. The district will offer $1,000 recruitment, $1000 retention, and @2000 performance incentives to award teachers who meet the district requirements to earn the incentives. Grant funds will also be used to hire an outside consultant to train teacher leaders to monitor, model, and support all teacher leaders in their grade or subject team. The training and coaching process will utilize training modules developed for teacher leaders by TTIPS technical support teams, and an experienced trainer will be hired to work with all teacher leaders and all campus leaders. Building skillful leaders at all levels and working as a team to develop effective teachers are commitments of the district as stated in its Long-Term Plans. ECATS had a 47% teacher turnover/transfer rate before reconstitution and needs to recruit, develop and retain effective teachers. Teacher leaders will provide subject/grade specific support on a daily basis just in time and provide coaching and support all of the time. The district has already made a commitment to sustain the teacher leader and reading/math specialist positions.

Improving Comprehensive Instructional Reform Strategies- The district and campus will use coordinated funds to: select and support job-embedded and subject specific staff development; increase rigor by offering opportunities for students to participate in activities that incorporate rigorous and relevant project inquiry learning; increase the consistency of instructional strategies in math problem solving and critical literacy; improve student self-regulation and motivation to learn; and increase authentic reading and writing. All of these are listed as targets on the district web site, has the full commitment of the district and will be sustained at the end of the grant.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Increasing Learning Time and Creating Community-oriented Schools- NISD will use general, title, and TTIPS grant funds to extend the school day, provide designated buses to Emeline Carpenter Academy of Technology and Science (ECATS) for transportation to and from home for out of school and summer school activities; to increase time and hire math, reading, and ELL specialists to support and directly teach students having difficulty in reading, writing, and math; deliver tutorials to identified students throughout the school year; expand and improve the readers academy from 2 weeks to 6 weeks; and increase the involvement of parents and community. ECATS will work with Stephen F. Austin University and Angelina County College to help teachers, students, and parents develop outdoor science stations. A science and technology campus consultant will be hired to integrate science in all PK4 classrooms and in the authentic reading and writing and critical literacy activities carried on before and after school and during summer months. The consultant will coordinate the present Seeds of Science/Roots of Literacy print resources with the online Discovery Science Techbook, and online apps and digital tools to expand time to learn 24/7. The goal will be to develop inquiry based activities that create a wonder of the natural ecosystem of the campus and our planet. Grant funds will be used to hire the consultant and for extra duty pay for staff and talented community members to teach and mentor students at school. The district will use title and low income funds to sustain expansion of quality and authentic learning.

Providing Operational Flexibility and Sustained Support- The district has, in the last three years, restructured its support staff from being housed at the district level and assigned curriculum and instructional specialist to the campuses. The district will use general funds to support campus leadership positions, including teacher leaders and reading and math specialists at its priority schools. The district will continue to allow the principal the operational flexibility to hire staff, set schedules for students, and assess budget needs to meet student achievement goals.

Ensuring Commitment to TTIPS Grant Success- The principal and his leadership team conducted a comprehensive needs assessment and designed the grant application based on multiple data sources, student and achievement data, and root cause analysis that took into consideration the needs of students from the perspective of campus leaders and teachers. The TTIPS project is the campus's project and they have made an initial commitment based upon professional judgment and their collective vision of what needs to be changed. The district, campus, and state will clearly set goals that must be reached in order to continue the grant and exit priority school status. The principal, other campus leaders, and teacher leaders will be trained to collect multiple sources of program data and student achievement data and be trained to use criteria to measure the Critical Success Factors and Milestones that need to be met in order to be successful. Success, timely adjustments, and accurate and effective feedback will maintain and improve commitment to the TTIPS Transformation Project. Celebrations, professional growth, increased competency in one's own profession, and hard earned financial rewards provided by incentives will develop an internal and personal commitment to the project.

Provide Continued Funding and Support to Sustain the Reform after the Grant Period Ends- We will sustain reforms by first spending funds wisely. Grant activities and community services will be sustained based on evidence that the activity or strategies actually produced results in student performance. Programs will be evaluated by cost/performance analysis. Low cost/high performance activities will be sustained first and high cost/low performing activities will be eliminated. The following local funds have been identified as potential sources for sustaining the grant using performance based budgeting: Title I parenting, Title I funds, Title 6 low income funds, funds for technology, ELL funds, and state and federal competitive grant funds. We will also provide the community the opportunity to respond to sustain the program. We will build a strong collaborative to help sustain the program. If our grant is successful, our partners Stephen F. Austin and Angelina College will also be successful in providing human resources for consultants and mentors and utilizing the school as a valuable learning environment for its professors and college students. We have always sustained a partnership with our local university and community college and we plan to enrich and sustain all effective activities with all of our community partners. We will continue after the grant to monitor, evaluate, and improve the programs and activities of the grant, recognize the contributions of all partners, and provide the whole community the opportunity to continuously improve the performance of our most needy students at Emeline Carpenter Academy of Technology and Science.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 174-904		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Use pre-post self-assessment for teachers; Use pre-post survey on skills in competence, conviction, and control (3Cs) for leaders; Use rubrics to evaluate skills in meetings; Conduct summative evaluation on the productivity of staff (The Handbook for SMART School Teams) (The Skillful Leader)	1.	All team members rated proficient in meeting skills: root cause analysis, goal setting, resource assessing, initiating plans, opinion sharing, clarifying, harmonizing. 100% of capable teachers retained. School meets goals.
		2.	All leaders rated high or highest in: describing teaching using multiple data sources: pinpointing areas for improvement: modeling/coaching in area of expertise. 100% of productive leaders retained. School meets goals.
		3.	100% of staff link their personal learning to school improvement; 100% of teachers and leaders that need to improve are adequately supported in time to improve; 100% of staff not willing or cannot improve are removed.
2.	Probe for underlying causes (10-5-5; 2 circles of control; 5 whys); Measure quality of implementation and its effect on student achievement, especially in implementation of: lesson planning, adopted curriculum, instructional strategies, formative assessment techniques, and all group or individual interventions.	1.	100% of new teachers are supported in writing lesson plans. 100% of teacher/campus leaders are proficient in leading teams to link poor student achievement results to root causes. 70% of all K-2 students read on/above grade level on the DRA 2 test and all 3-5 students meet state standards.
		2.	Rubrics for all TTIPS components will clearly identify what implementation looks like and will be rated on a 5 point scale as: (1 no implementation, (2 mechanical, (3 routine, (4 appropriate, or (5 model implementation. The goal is for all teachers with-in a year to reach a 4 or 5 level of use.
		3.	Productive instructional and formative assessment practices will be identified, consistently implemented, and mapped into district curriculum in each grade PK-5. Each grade level team and the school will meet campus Pk-2 goals, annual TTIPS goals, state standards, and exit priority status.
3.	Use individual student data to guide individual learning. Use student self-assessments in RtI progress monitoring, portfolio assessments, and self-assessments to become independent learners.	1.	100% of RtI interventions or any tutorial, computer lab, library time, etc., will be evaluated by: progress monitoring of students; progress on DRA2 in K-2; STAAR results in 3-5, and a cost/benefit analysis.
		2.	100% of all students assigned to perform in writing, fine arts, or a project-based learning assignment will have rubrics that clearly tell the student the targets of the assignments. 100% of students will have access to mobile devices to record projects/progress in their portfolio.
		3.	100% of students will self-assess their performances and be celebrated when they use self-assessment to improve independently of teacher.
4.	Use Tree Diagram for SMART goal to increase time for learning during and out of school time, including time for authentic reading and writing and the integration of the natural and social sciences in the out of school program.	1.	15 minutes will be added to the school day; 50% of students will attend 1 hr for 40 or more days in out of school program and 24 days in the summer.
		2.	Each classroom library will have 1000 books. 12 books per student will be checked out in summer. Students will read/reflect for 105 minutes a day.
		3.	Circulation data on Overdrive eBooks, Discovery Science Online Textbook, free apps, and mobile device show 24/7 access by students to create, collaborate, and communicate reflections online across the world.
5.	Use principal survey of flexibility, control, and district support to evaluate and improve campus flexibility and support. Use parent and community partner feedback questionnaires to create community oriented schools.	1.	Principal rates his level of control as high or highest and all campus leaders and teacher leaders rate the level of support as high or highest.
		2.	Parent and community partner feedback questionnaires identify needs and services that can be provided by school or community. Participation of parents and community members increases by 100%
		3.	Online survey of use of nature center by teachers, parents, and students and examples of showcases of student work in the community and online will demonstrate the support and pride of the community for the school.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes For Collecting and Analyzing Data- Campus leaders will develop rubrics, charts, and graphs to collect program and student achievement data. The data gathering tools will clearly detail the staff's progress in implementing grant activities that lead to desired changes in behavior of students and staff. Each teacher leader will facilitate team/s that focus on collecting data to improve academic performance and exiting priority status. Formative assessment data will be used to identify problems and make corrections in daily/weekly meetings. In this culture of shared responsibility, we will use the TAIS Continuous Improvement Process. The specific tools selected from TAIS training and TCDSS research will be matched to grant activities in the evaluation design of the grant. Examples are listed below.

Program-level Data Collection and Analysis- Rubrics, surveys, questionnaires, and data charts will be designed to clearly state and measure the critical attributes of a practice, set of skills, or TTIPS initiative and to collect participation and achievement data. For example, meeting evaluation rubrics, sign in sheets, action plans, and meeting skills self-assessment tools will provide feedback that helps teams, teachers, and leaders increase collaboration skills and become more productive on a weekly basis. Similar program metrics will collect data to continuously improve the following:

(1) Increase Teacher and Leader Effectiveness- All leaders will be provided feedback and coaching on the quality of written and verbal descriptions of strengths and weakness of teachers and their ability to help teachers improve. Data collected from learning walks, conferences, team meetings, and teacher improvement plans will be used to analyze the skill of the leader to pose reflective questions, direct or indirect suggestions, or non-negotiable corrections. All leaders will become skilled in providing quality feedback to teachers in a growth provoking way. **(2) Use Data to Improve Instruction and Achievement for All Students and for Individual Students-** RtI interventions, professional development, computer labs, and grant resources will be evaluated based on level of implementation achieved after training and the effect of the implementation on student achievement. Criteria in rubrics will be rated on 5 point formative evaluation scale as follows: (1) No implementation-no use, student achievement is declining or static (2) Mechanical implementation-frequency of use is low, student achievement is declining or static (3) Routine implementation-use is routine, student achievement is improving (4) Appropriate implementation-use is frequent and integrated appropriately with other effective tools, student achievement is significantly improving (5) Model implementation—use is frequent, internalized, and staff can train others, student achievement is advanced. The goal will be for implementation to progress with coaching to a level 4 or 5 within the current year. **3) Increase Learning Time and Create Community-Oriented Schools-** Staff will collect participation data in extended time activities such as enrollment, attendance, discipline, and compare participation with achievement data such as DRA reading, STAAR, and products and performances in students' portfolio. Five point scale rubrics will be used to identify where the staff is at any given time and what they need to improve next. Parent and community participation will be tracked and paired with the appropriate child and targeted academic program. Improvement in student self-regulation in PK-2 will be determined, celebrated, and communicated to parents and the community.

(4) Provide Operational Flexibility and Support for School- School schedules, personnel data on retention and turnover rates, budget priorities, financial incentives to recruit and retain effective teacher and leaders, log of time of technical and district support will be used to evaluate operational flexibility and support.

Student Achievement Data- Student Achievement data will be but not limited to: individual progress toward targeted skills, DRA 2 reading level, curriculum based assessment data, STAAR results, grades, attendance, self-regulation and discipline, portfolio assessments such as online reflections, products, or performances at school and the community.

Identification and Correction of Project Problems- Professional learning teams will collect formative data and make adjustments before activities have a chance to fail. The five point evaluation rubrics, coaching of teachers and leaders, and the dialogue of professional learning teams will be used to identify and correct problems. Quarterly progress reports will be sent to all stakeholders including TEA that identify progress and officially list adjustments every three months.

Modifications of Practices or Policies to Implement Interventions Fully and Effectively- The district will change its policies to allow for transportation to extended learning time and increase student access to a mobile computing device and coordinated bundle of online resources. Teacher/student ratios and class loads will be modified in order to release teacher leaders to have time to model, coach, and help build a consistent and articulated set of instructional strategies.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

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☐ Turnaround

☐ Closure

☐ Restart

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Publish DRA and STAAR data at phase in 2 & FRS standards and establish shared annual goals at or before first meeting.	08/14	08/16
			B. Collect data early on formative assessment/feedback strategies on math problem solving and critical literacy during instruction. Share for early student success.	08/14	09/16
			C. Provide just-in-time coaching, modeling, and support to all new teachers/leaders early in year.	08/14	03/17
			D. Implement strategies identified in training. Team leaders will demonstrate model lessons.	08/14	03/17
			E. Develop rubrics on what authentic reading looks like during reading instruction and during out of school and at home.	08/14	10/14
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Collect student data and place targeted students in appropriate interventions.	08/14	09/14
			B. Hire additional reading and math specialist to provide full coverage of Tier students. Begin early and accelerate progress.	08/14	10/14
			C. Inform parents how students in interventions are doing and how they can help at home.	09/14	05/17
			D. Engage students in authentic reading, writing and thinking in school, out-of–school, at home and in the summer.	08/14	07/17
			E. Provide access to mobile device and coordinator bundle of educational apps for students to reflect in ways other than a test.	01/15	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Teacher leaders and teams plan units together based on CBA and STAAR data by categories.	08/14	07/17
			B. Train leaders to use charts, technology, and online resources to make data easy to understand.	08/14	01/17
			C. Use implementation data and 5 point rubrics to rate level of use and effectiveness of math, science, and literacy training.	10/14	05/17
			D. Collect interim CBA data in quarterly reports and teams publish adjustments to improve.	10/14 (each quarter)	06/17 (each year)
			E. Teams will agree on best instructional strategies and submit to district for inclusion in district curriculum document.	08/14	07/15
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Use Neuhaus training and SFA Early Childhood Research Center to determine format and approach to campus RtI process.	08/14	09/16
			B. Implement early literacy training to ensure high-quality, Tier 1 instruction for all students.	08/14	08/17
			C. Monitor group interventions such as Istations and Think-Through Math. Ensure fidelity of implementation. Compare progress data on skills with PDAS and STAAR data.	08/14	07/17
			D. Order and distribute all TTIPS resources, books, mobile devices, Discovery online Science. Train students to use.	08/14	01/15
			E. Evaluate all early identification and supports for students having learning difficulties. Use student data and rubrics to evaluate.	06/15	06/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	Hugh Perkins- Mr. Perkins was hired in 2012-13.	08/14	07/15
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Framework for Principal Retention Determination (FPRD)- This process uses student growth on STARR for evaluating leaders.	03/15	07/17
			B. A district committee including the PSP will use FPRD data to recommend to the district to retain or remove the principal.	04/15	05/15
			C. Professional Growth Plan – Focus and Priority principal that are not making significant progress are put on a growth plan	01/15	07/17
			D. Input form Principals- The principal fills out the data in the FPRD and has input in writing his professional growth plan.	01/15	07/17
			E. Principal Mentor- A successful principal is assigned as a mentor to a new principal.	08/14	07/17
			F. International Center for Leadership in Education provides training in rigor and relevance.	08/14	06/15
			G. Model School Conference- Principal will attend the national Model School Conference.	06/15	07/15
			H. Outside consultant/coach will coach principal in conducting learning walks to recognize effective teaching and high expectations and to provide growth provoking feedback to teachers.	09/14	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Performance Incentives - $2000 will be provided to all leaders who meet state/local standards in area of assignment.	06/15	06/17
			B. Leaders of priority schools who do not meet state standards two years in a row and are not significantly improving will be removed or transferred.	06/15	06/17
			C. Teacher Leaders will be given an additional $5000 stipend and two extra conference periods to help support teachers and develop effective instruction.	08/14	07/17
			D. Provide $1000 recruitment and a $1000 retention incentive if district requirements are met.	08/14	07/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Staffing- Teacher Leaders- Provide extra staff to release teacher leaders to develop effective teachers.	08/14	07/17
			B. Time-Grant funds and the district will provide transportation to allow campus to expand the school day, before after school hours, and summer school hours.	08/14	07/17
			C. Budget- Provide coordinated funds to support the addition of reading and math specialist.	08/14	07/17
			D. Technology policies- The district and grant will provide increased access to students to use technology.	01/15	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. School day- extend school day 15 minutes/day for all students.	08/14	07/17
			B. School Year- extend from 2 weeks to 6 weeks for all students.	06/15	07/17
			C Out-of-School-increase 90 min.	09/14	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Reading- increase 30 min./day for Tier 2 students. Add reading specialist.	08/14	07/17
			B. Math- increase 30 minutes a day for Tier 2 students. Add math specialist.	08/14	07/17
			C. Science- Increase time for integrated science in PK-4- Provide science/tech consultant.	08/14	05/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. SFA University Partnership- Increase time to use nature centers to conduct natural and social science investigations.	10/14	07/17
			B. Authentic Reading-Expand time and spaces for authentic reading, writing, and responding in school and out of school.	08/14	07/17
			C Increase 24/7 accesses to create, collaborate, and communicate by providing mobile computing devices and coordinated bundle of online resources.	01-15	07/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Teacher Leaders-Teacher leaders will engage team in PD.	08/14	07/17
			B. Common Planning Periods – Will be used to collaborate	08/14	07/17
			C. Science/Tech consultant-Will train/support science integration.	09/14	07/17
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Expand groups of everyday heroes that volunteer in the school for specific purposes.	09/14	07/17
			B. Schedule services and activities in out of school activities that are requested and needed by parents and families.	10/14	07/17
			C. Tech Camp-Provide training for parents in setting up home networking, security, appropriate use and care, and maintenance of mobile computing devices.	11/14	07/17
			D. Provide subject-specific events for parents and students together. Train parents how to help with authentic reading.	10/14	07/17
			E Showcase Family/Community History-Schedule celebrations and showcase students' projects of family and community stories.	12/14	07/17
		2. Provide ongoing mechanisms for community engagement	A. Hire, train, and mentor Community/ Parent Liaison /Out of School Coordinator, including mentoring by Science/Tech consultant.	08/14	07/17
			B. Recruit paid and unpaid community talent to work with students in out of school time.	08/14	07/17
			C. Expand partnership with SFA University and enlist others to develop a professional learning network on the nature centers and outdoor learning stations.	10/14	07/17
			D. Showcase students' works and performances in multiple venues within the community and at SFA and on the internet.	12/14	07/17
			E. Expand concept of community to include worldwide contacts as captured by blogs or web pages.	01/15	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. On-Site Follow-Up Support and Coaching-Provide on-site, follow-up support for all major district initiatives above what the district provides.	09/14	07/17
			B. Utilize TCDSS and TAIS training on the continuous school improvement process.	08/14	07/17
			C Join and use Region 7 math and science coop, TCEA user groups, and TTIPS, and other online technical support services.	08/14	07/17
			D. Protect Instructional Time- Get input from teachers and leaders before scheduling PD. Avoid stacking PD and other events back to back. Track time that teachers and leaders are pulled out of the instructional settings. Set campus and district limits for disrupting instruction.	10/14	07/17
			E. Expand Personal and Professional Learning Networks- Encourage teacher leaders, teachers, and campus leaders to visit other schools within the district and out of the district to see model classrooms in their subject/s and grade level/s. Promote development of online contact and sharing with talented teachers and leaders.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Use student growth to appraise teachers- TTIPS leadership training will stress using multiple sources of data, including but not limited to student achievement data on state test to appraise and support teachers.	08/14	07/17
			B. Input from Teachers- Teachers will have ongoing input on growth plans and the design of the local evaluation system.	08/14	07/17
			C. Improve before removing – All teachers not making progress will be put on an early growth plan and supported daily. The goal will be to improve not remove.	10/14	07/17 (by Oct of each year)
			D. Support of New Teachers- Teacher leaders and campus leaders will mentor, coach, and support all new teachers daily.	08/14	10/16
			E. PK-2 Student Growth-Leaders will collect student self-regulation, DRA 2 reading, math, science, and independent reading data to measure student growth.	01/15	05/17
			F. Leaders will evaluate teacher implementation of promising practices using rubrics and provide feedback weekly for continuous improvement.	10/14	05/17
			G. Leaders will review rubrics for projects, reading/writing journals and portfolios of students to evaluate student growth.	04/15	06/17
			H. Train all math teachers in new math TEKS before the beginning of the year to ensure student growth.	08/14	06/15
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. All teachers who meet local PK, DRA reading, state STAAR, and local requirements will be rewarded a $2000 incentive.	06/15	06/17
			B. Require Transfer or Dismissal. All teachers will be ranked according to student growth, and the lowest teachers will be dismissed or transferred under reconstitution requirements.	06/15	06/17
			C. Retention stipend-Provide a $1000 retention incentive is district requirements are met.	06/15	06/17
			D. Provide $1000 recruitment and incentive if district requirements are met.		
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Job-Embedded, Subject Specific Pedagogy PD- Teacher leaders will provide or arrange daily, on-site PD in subject areas.	08/14	05/17
			B. Partnership with SFA Early Childhood Research Center- SFA will deliver Early literacy and STEM training for PK-5.	08/14	05/17
			C. On-site coaching and technical support from science and technology consultant	09/14	05/17
			D. PD on student self-regulation and learning to read will be provided as noted in needs assessment for PK-2 teachers.	10/15	07/17
			E. Instructional technology training and support will be provided daily.	08/14	07/17
			F. Training, books, and resources will be provided to support authentic reading and writing program during school and out of school hours and at home 24/7.	08/14	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Performance incentive- Up to a $4000 financial incentive will be given to teachers who meet local PK; DRA 2; or STAAR state standards as defined by local incentive policy approved by superintendent.	06/15	06/17
			B. Teacher Leader Positions- Teacher leaders will be eligible for a total of an additional $8000. The position is a true opportunity for promotion and career growth while staying in the classroom.	08/14	07/17
			C. Curriculum Specialist Position- This position will also provide opportunities for promotion and career growth for teachers and help retain effective teachers and lead to greater collaboration and development of skillful leaders.	08/14	07/17
			D. Prevent Burnout, Transfer and Resignation of Effective Teachers-. Community/Parent Liaison/ Out of School Coordinator will help campus recruit and find talent in the community to help teachers work with students after school and in the summer. The purpose is to expand authentic reading by helping effective teachers in out of school time.	08/14	07/17

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nacogdoches ISD has taken or will take the following actions to provide adequate resources and support to implement TTIPS activities at Emeline Carpenter Academy of Technology and Science (ECATS).

1. Capacity to Develop and Increase Teacher and School Leader Effectiveness- Recruiting and retaining quality teachers is a priority listed in the Long- Term Strategic Plan. The district recently made a decision to fund teacher leaders at the campus level in 2014-15. Grant funds will be used to increase the salary of teacher leaders to attract and retain at least one quality teacher leader in each grade at ECATS. The district has assigned curriculum specialists to all campuses and continues to increase reading and ELL specialists at priority schools. The district has posted jobs for campus math specialist/coach and will support the use of grant funds for recruitment, performance, and retention incentives for all teachers and leaders. By increasing opportunities for promotion and career growth as teacher leader or coaches and providing recruitment, performance, and retention incentives, the district will develop the capacity to keep effective teachers in place at ECATS and build a strong staff at its most needy campus. The goal is to first improve not remove. However, if improvement is not occurring, the district also has a developed evaluation criterion that takes student progress into account at priority schools. After ample time to improve and after support for growth is provided, teachers and leaders at priority campuses whose students are still not progressing are transferred or non-renewed according to TAIS guidelines and local criteria for reconstitution. In hiring or retaining a principal for a priority school, the district uses criteria to determine if the principal has the leadership skills needed to turn a priority school around.

2. Capacity to Support Comprehensive Instructional Reform Strategies- The district has developed and revised its curriculum scope and sequence, instructional resources, and curriculum based assessments to meet STAAR final recommended standards. The district and campus have worked together to align curriculum and monitor instruction. District and campus leaders have developed an assessment calendar that promotes the continuous use of student data to inform and differentiate instruction to meet the needs of individual students. The district will support the addition of additional math and reading specialists at the priority schools so that interventions can include all students who need help all year. The 3-8 math TEKS have been revised and will be included on the 2014-15 STAAR exam. Teacher leaders with math backgrounds and math specialists will provide support to all teachers, especially K-2 teachers who have specifically requested help in math. A systematic process of continuously using data to identify effective instructional practices and resources, especially in K-2 reading and math, will be used to accelerate PK-2 reading and math progress. In 2013-14, the district added the position of Curriculum Director and RtI Coordinator to increase capacity to support curriculum, instruction, and assessment. The district has also provided ongoing professional development in rigor and relevance, clearly stating objectives and expectations to students, and training campus leadership teams to recognize quality instruction.

3. Capacity to Increase Learning Time and Creating Community-Oriented Schools- The district has committed dedicated buses for ECATS and will support TTIPS activities to increase learning time before and after school and during summer and create a Community-Oriented school. The Instructional technology department will review policies, update filters and infrastructure to include student access to a coordinated bundle of educational online resources for students to complete social or natural science projects and extend learning from school to home and community anytime, anywhere. All of the outdoor areas on the 7 acre campus will serve as outdoor classrooms and host ongoing project based learning activities using digital and traditional tools and a coordinated bundle of resources. The district will create enabling physical and technology spaces, provide opportunities to check out mobile devices, and provide opportunities for students to create, collaborate, and communicate using digital tools. Time for authentic reading for pleasure and for understanding will be extended for one hour a day 4 days a week and through 6 weeks in the summer. Staff will meet with parents and community members to demonstrate how parents and community members can access campus and teachers' blogs and web pages that will make all activities of the school transparent to all parents and community groups. The district will provide school and community technology spaces that will allow 24/7 access to their child's grades, E-Portfolio, and teacher. The school will become the center of the community.

4. Capacity to Provide Operational Flexibility and Sustained Support- NISD will provide operational flexibility for extending the school day, providing transportation to and from extended leaning opportunities, allowing campus leadership to choose teachers based on competency, and allowing flexibility in replacing high cost/low performance activities with lower cost/high performance activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 174-904	Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A Not funding any activity in Summer of 2014 with TTIPS funds

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: XXXXXX			Amendment number (for amendments only):		

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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